

Bill No. CS for CS for SB 2048

Barcode 900062

	CHAMBER ACTION	
<u>Senate</u>		<u>House</u>

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Senator Lynn moved the following amendment:

Senate Amendment (with title amendment)

On page 26, line 19, through
page 39, line 20, delete those lines

and insert:

Section 18. Section 1003.413, Florida Statutes, is
created to read:

1003.413 Florida Secondary School Redesign Act.--

(1) Secondary schools are schools that primarily serve
students in grades 6 through 12. It is the intent of the
Legislature to provide for secondary school redesign so that
students promoted from the 8th grade have the necessary
academic skills for success in high school and students
graduating from high school have the necessary skills for
success in the workplace and postsecondary education.

(2) The following guiding principles for secondary
school redesign shall be used in the annual preparation of
each secondary school's improvement plan required by s.

1001.42(16):

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1 (a) Struggling students, especially those in failing
2 schools, need the highest quality teachers and dramatically
3 different, innovative approaches to teaching and learning.

4 (b) Every teacher must contribute to every student's
5 reading improvement.

6 (c) Quality professional development provides teachers
7 and principals with the tools they need to better serve
8 students.

9 (d) Small learning communities allow teachers to
10 personalize instruction to better address student learning
11 styles, strengths, and weaknesses.

12 (e) Intensive intervention in reading and mathematics
13 must occur early and through innovative delivery systems.

14 (f) Parents need access to tools they can use to
15 monitor their child's progress in school, communicate with
16 teachers, and act early on behalf of their child.

17 (g) Applied and integrated courses help students see
18 the relationships between subjects and relevance to their
19 futures.

20 (h) School is more relevant when students choose
21 courses based on their goals, interests, and talents.

22 (i) Master schedules should not determine instruction
23 and must be designed based on student needs, not adult or
24 institutional needs.

25 (j) Academic and career planning engages students in
26 developing a personally meaningful course of study so they can
27 achieve goals they have set for themselves.

28 (3) Based on these guiding principles, district school
29 boards shall establish policies to implement the requirements
30 of ss. 1003.4156, 1003.428, and 1003.493. The policies must
31 address:

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1 (a) Procedures for placing and promoting students who
2 enter a Florida public school at grade 6 through grade 12 from
3 out of state or from a foreign country, including a review of
4 the student's prior academic performance.

5 (b) Alternative methods for students to demonstrate
6 competency in required courses and credits, with special
7 support for students who have been retained.

8 (c) Applied, integrated, and combined courses that
9 provide flexibility for students to enroll in courses that are
10 creative and meet individual learning styles and student
11 needs.

12 (d) Credit recovery courses and intensive reading and
13 mathematics intervention courses based on student performance
14 on the FCAT. These courses should be competency based and
15 offered through innovative delivery systems, including
16 computer-assisted instruction. School districts should use
17 learning gains as well as other appropriate data and provide
18 incentives to identify and reward high-performing teachers who
19 teach credit recovery and intensive intervention courses.

20 (e) Grade forgiveness policies that replace a grade of
21 "D" or "F" with a grade of "C" or higher earned subsequently
22 in the same or a comparable course.

23 (f) Summer academies for students to receive intensive
24 reading and mathematics intervention courses or
25 competency-based credit recovery courses. A student's
26 participation in an instructional or remediation program prior
27 to or immediately following entering grade 9 for the first
28 time shall not affect that student's classification as a
29 first-time 9th grader for reporting purposes.

30 (g) Strategies to support teachers' pursuit of the
31 reading endorsement and emphasize reading instruction

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1 professional development for content area teachers.

2 (h) Creative and flexible scheduling designed to meet
3 student needs.

4 (i) Procedures for high school students who have not
5 prepared an electronic personal education plan pursuant to s.
6 1003.4156 to prepare such plan.

7 (j) Tools for parents to regularly monitor student
8 progress and communicate with teachers.

9 (k) Additional course requirements for promotion and
10 graduation which may be determined by each school district in
11 the student progression plan and may include additional
12 academic, fine and performing arts, physical education, or
13 career and technical education courses in order to provide a
14 complete education program pursuant to s. 1001.41(3).

15 (4) In order to support the successful implementation
16 of this section by district school boards, the Department of
17 Education shall:

18 (a) By February 1, 2007, increase the number of
19 approved applied, integrated, and combined courses available
20 to school districts.

21 (b) By the beginning of the 2006-2007 school year,
22 make available a professional development package designed to
23 provide the information that content area teachers need to
24 become proficient in applying scientifically based reading
25 strategies through their content areas.

26 (c) Share best practices for providing a complete
27 education program to students enrolled in course recovery,
28 credit recovery, intensive reading intervention, or intensive
29 mathematics intervention.

30 (d) Expedite assistance and decisions and coordinate
31 policies throughout all divisions within the department to

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1 provide school districts with support to implement this
2 section.

3 (e) Use data to provide the Legislature with an annual
4 longitudinal analysis of the success of this reform effort,
5 including the progress of 6th grade students and 9th grade
6 students scoring at Level 1 on FCAT Reading or FCAT
7 Mathematics.

8 (5) The Commissioner of Education shall create and
9 implement the Secondary School Improvement Award Program to
10 reward public secondary schools that demonstrate continuous
11 student academic improvement and show the greatest gains in
12 student academic achievement in reading and mathematics.

13 Section 19. Section 1003.415, Florida Statutes, is
14 repealed.

15 Section 20. Section 1003.4156, Florida Statutes, is
16 created to read:

17 1003.4156 General requirements for middle grades
18 promotion.--

19 (1) Beginning with students entering grade 6 in the
20 2006-2007 school year, promotion from a school composed of
21 middle grades 6, 7, and 8 requires that:

22 (a) The student must successfully complete academic
23 courses as follows:

24 1. Three middle school or higher courses in English.
25 These courses shall emphasize literature, composition, and
26 technical text.

27 2. Three middle school or higher courses in
28 mathematics. Each middle school must offer at least one
29 high-school-level mathematics course for which students may
30 earn high school credit.

31 3. Three middle school or higher courses in social

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1 studies, one semester of which must include the study of state
2 and federal government and civics education.

3 4. Three middle school or higher courses in science.

4 5. One course in career and education planning to be
5 completed in 7th or 8th grade. The course may be taught by any
6 member of the instructional staff; must include career
7 exploration using CHOICES for the 21st Century or a comparable
8 cost-effective program; must include educational planning
9 using the online student advising system known as Florida
10 Academic Counseling and Tracking for Students at the Internet
11 website FACTS.org; and shall result in the completion of a
12 personalized academic and career plan. Each student's plan
13 must be signed by the student, the student's guidance
14 counselor or academic advisor, and the student's parent. By
15 January 1, 2007, the Department of Education shall develop
16 course frameworks and professional development materials for
17 the career and education planning course to be implemented as
18 a stand-alone course or integrated into another course or
19 courses.

20
21 Each school must hold a parent meeting either in the evening
22 or on a weekend to inform parents about the course curriculum
23 and activities. Each student shall complete an electronic
24 personal education plan that must be signed by the student,
25 the student's instructor or guidance counselor, and the
26 student's parent. By January 1, 2007, the Department of
27 Education shall develop course frameworks and professional
28 development materials for the career exploration and education
29 planning course. The course may be implemented as a
30 stand-alone course or integrated into another course. The
31 Commissioner of Education shall collect longitudinal high

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1 school course enrollment data by student ethnicity in order to
2 analyze course-taking patterns.

3 (b) For each year in which a student scores at Level 1
4 on FCAT Reading, the student must be enrolled in and complete
5 an intensive reading course the following year. Placement of
6 Level 2 readers in either an intensive reading course or a
7 content area course in which reading strategies are delivered
8 shall be determined by diagnosis of reading needs. The
9 department shall provide guidance on appropriate strategies
10 for diagnosing and meeting the varying instructional needs of
11 students reading below grade level. Reading courses shall be
12 designed and offered pursuant to the comprehensive reading
13 plan required by s. 1011.62(8).

14 (c) For each year in which a student scores at Level 1
15 or Level 2 on FCAT Mathematics, the student must receive
16 remediation the following year, which may be integrated into
17 the student's required mathematics course.

18 (2) Students in grade 6, grade 7, or grade 8 who are
19 not enrolled in schools with a middle grades configuration are
20 subject to the promotion requirements of this section.

21 (3) The State Board of Education may adopt rules
22 pursuant to ss. 120.536(1) and 120.54 to implement the
23 provisions of this section and may enforce the provisions of
24 this section pursuant to s. 1008.32.

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27 ===== T I T L E A M E N D M E N T =====

28 And the title is amended as follows:

29 On page 3, lines 4 through 27, delete those lines

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31 and insert:

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1 enrollment; creating s. 1003.413, F.S.,
2 relating to secondary school redesign;
3 providing intent and guiding principles;
4 requiring district school boards to establish
5 policies to implement requirements for middle
6 grades promotion, revised requirements for high
7 school graduation, and requirements for career
8 and professional academies; directing the
9 Commissioner of Education to create and
10 implement the Secondary School Improvement
11 Award Program; repealing s. 1003.415, F.S., the
12 Middle Grades Reform Act; creating s.
13 1003.4156, F.S.; providing general course
14 requirements for middle grades promotion;
15 requiring intensive reading and remediation
16 mathematics courses in certain circumstances;
17 authorizing rulemaking and enforcement;
18 amending s. 1003.42,

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